

# Progress Report



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# About this session

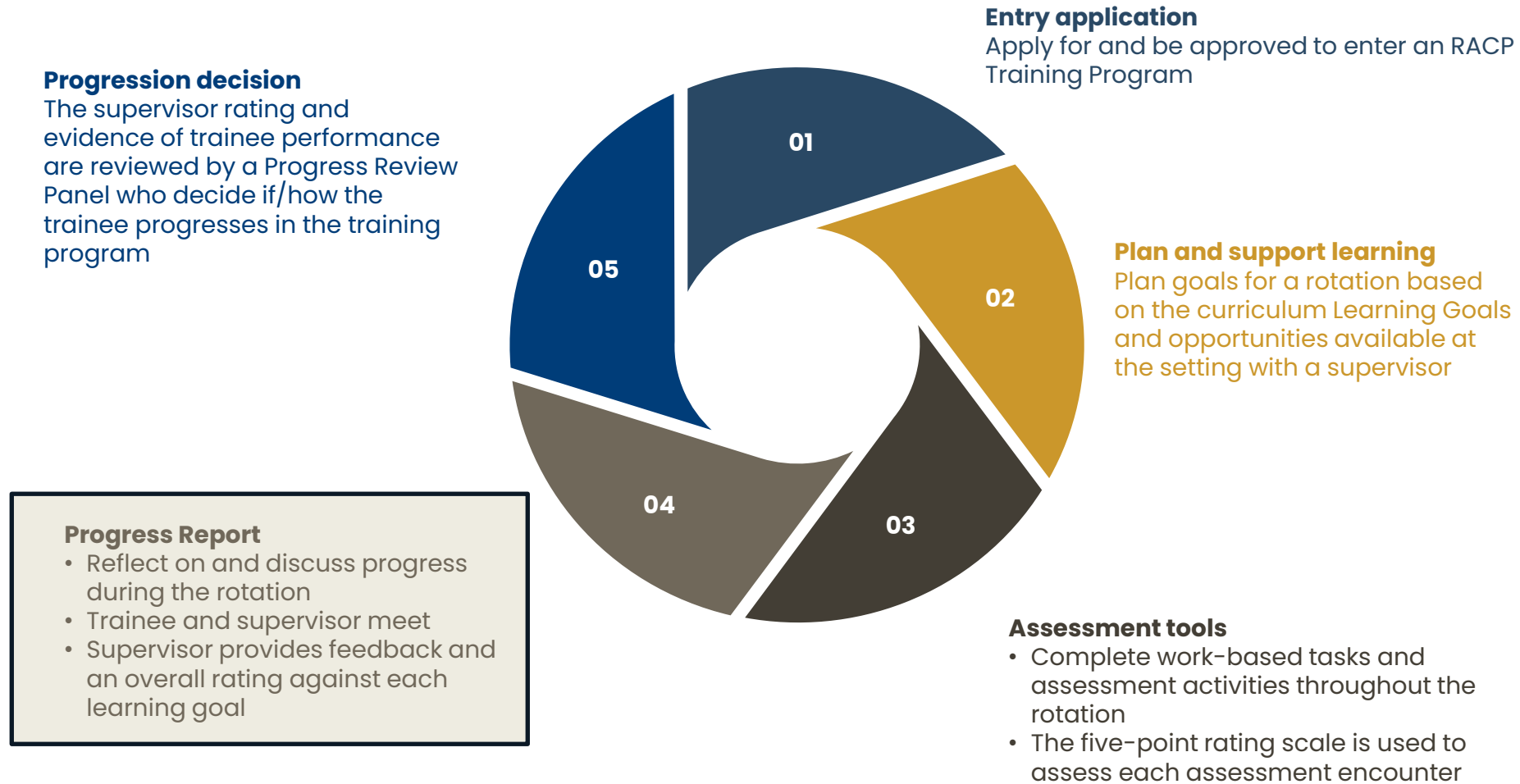
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*Please allow 15 minutes to complete this module*

**At the end of this session, participants will be able to:**

- Recognise the purpose of progress reports and how they fit into the learning and assessment cycle
- Discuss the interim approach to progress reports for the 2025 curriculum rollout

# Learning and assessment cycle



# Progress reports

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**Rotation progress report definition:** This assessment documents trainees' and supervisors' assessment of trainee progress against the training program learning goals over the course of a training rotation/s. The report is completed by a Rotation Supervisor.

**Phase progress report definition (BT only):** This assessment documents trainees' and supervisors' assessment of trainee progress against the training program learning goals over the course of a phase. This report relates to the Basic Training Program and is completed by an Education Supervisor.

**Purpose:** to assess knowledge and skill development, track progress against the phase criteria, and provide targeted feedback for improvement.



# Roles in assessment



## Trainees will

- undertake frequent, but meaningful, authentic, low-stakes assessments based on what they are expected to be, do and know.
- have their progress judged more on their day-to-day work
- obtain continuous, targeted and structured feedback on areas for improvement.
- focus their training on improving core competencies.



## Supervisors will

- provide more direct, structured feedback using simple assessment tools.
- have a better picture of trainee progress against clear standards.
- better identify trainees' needs and support their learning.
- maintain better continuity with their trainees.



## Progress Review Panels will

- make robust judgements around trainees' progression based on more evidence that is aligned to the outcomes of the program.
- better link learning and assessment with expected program and practice-level outcomes.
- enable the development of physicians who are better prepared for work in evolving healthcare teams and environments.

# Progress report workflow – interim 2025

This is an interim workflow; the progress report will be available on TMP from mid-2025

From late-2025 settings will have Progress Review Panels who will make progression decisions based on progression recommendations from supervisors

Basic Trainees will have two reports

1. Rotation progress report from their Rotation Supervisors
2. Phase progress report from their Education supervisor



Trainee

## Review and reflect on learning

- Review rotation plan
- Reflect on progress and learning experiences during the rotation
- Plan a discussion meeting with your supervisor



Supervisor

## Assess learning

- Review the rotation plan and consider trainee progress that has been made over the rotation
- Reflect on your encounters with the trainee
- Review evidence from work-based assessments conducted over the rotation
- Plan a discussion with the trainee and meet with them to review the information and your supervisor rating for the term



Discussion meeting

1. Feedback discussion
2. Complete a WSC report or the manual RACP form
3. **Basic training:** submit your form as per advice from your DPE\* for rotations ending before June 2025
4. **Advanced Training:** submit a manual form to the RACP

# Trainee and supervisor roles



## Trainee

**Before initiating a progress report, trainees must ensure that they have:**

- ✓ Completed the work-based activities and tasks as outlined in the rotation plan.
- ✓ Completed learning and assessment activities
- ✓ Met with their supervisor regularly to check-in

## Do

- What progress have I made toward my goal this rotation?
- Am I on track to meet the phase requirements?

## Reflect on and discuss with supervisor

- What went well in this rotation?
- What areas do I feel need improvement?
- What should I be focusing on in my next rotation?



## Supervisor

## Observe

- How is the trainee performing in their day-to-day tasks?
- Is the trainee on track with their learning goals?
- Are we regularly checking in to keep the trainee on track?

## Reflect on performance

- How does the trainee's performance this rotation align with the progression criteria?
- What feedback have colleagues provided about the trainee?
- What are the trainee's strengths, and what areas need development?

## Overall rating

- How much supervision did the trainee require in each of the learning goals?
- Use the rating scale related to the learning goal type to assess the overall rating. For example, an EPA learning goal:
  - Present and observing
  - Direct supervision
  - Indirect supervision
  - Supervision at a distance
  - Provide supervision



# Continuous assessment and progression

Each **phase of training** has clear **progression criteria** for trainees to meet.

**Progression decisions** and **completion decisions** will be based on aggregated assessment data, providing richer evidence.

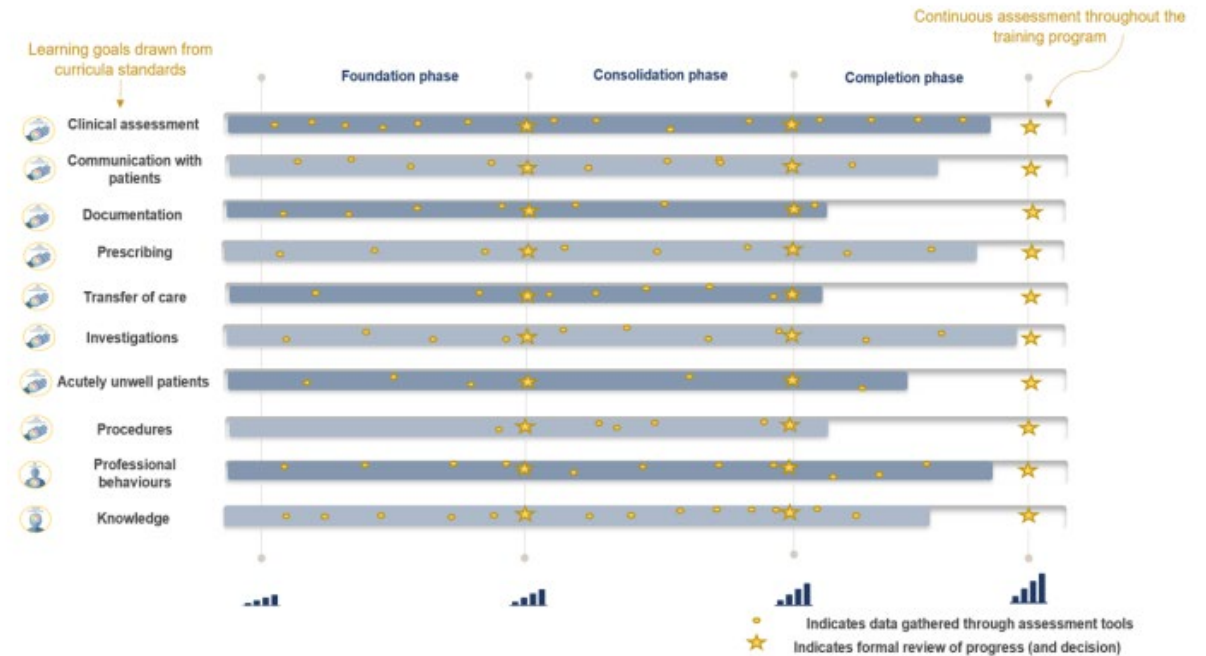
The **Progress Review Panel** will assess the evidence and make one of the following decisions:

**Decision 1**  
Trainee can progress to the next phase of training.

**Decision 2**  
Trainee can progress to the next phase of training with conditions\*.

**Decision 3**  
Trainee cannot progress to the next phase of training.

Advanced training programs follow the same assessment structure and have set progression criteria for their program specific learning goals.



Learning goal	Expected standard at end of...		
	Foundation phase	Consolidation phase	Completion phase
1 Professional behaviours	5	5	5
2 Clinical assessment	3	4	4
3 Communication with patients	3	4	4
4 Documentation	3	4	4
5 Prescribing	3	4	4
6 Transfer of care	1	3	4
7 Investigations	3	4	4
8 Acutely unwell patients	1	3	4
9 Procedures	1	3	4
10 Knowledge	3	4	5



# Rating scales

- The same rating scales used across all work-based assessments including the progress reports
- 'Point in-time' assessment versus a 'global assessment'

Be - Professional behaviours	
0	unable to rate
1	needs to work on their behaviour in <b>five or more</b> areas of professional practice
2	needs to work on their behaviour in <b>four or five</b> areas of professional practice
3	needs to work on their behaviour in <b>two or three</b> areas of professional practice
4	needs to work on their behaviour in <b>one</b> area of professional practice
5	<b>consistently</b> behaves in line with each of the ten areas of professional practice

Do - Entrustable professional activities	
0	unable to rate
1	can be <b>present and observe</b>
2	can act with <b>direct supervision</b>
3	can act with <b>direct supervision</b> (e.g. supervisor is physically located within the training setting).
4	can act with <b>indirect supervision</b> (e.g. supervisor able to assist via phone)
5	can <b>provide supervision</b>

Know - Knowledge	
0	unable to rate
1	has <b>heard of</b> some of the important medical topics and concepts underpinning patient care (heard of)
2	<b>knows</b> the important medical topics and concepts that underpin patient care (know)
3	<b>knows how</b> to apply their medical knowledge to patient care (knows how)
4	<b>frequently shows</b> that they can apply their medical knowledge to patient care (shows how)
5	<b>consistently applies</b> a sound medical knowledge base to their care of patients (does)

# Progression recommendations and decisions

## Progression recommendation

- Made by the Education Supervisor to the local Progress Review Panel
- Based on information provided from assessment data and experience working with the trainee
- Trainee performance benchmarked via the progression criteria

## Progression decision

- Made by a Progress Review Panel
- Based on aggregated assessment data and assess their performance against the learning goals and progression criteria
- Takes away the decision onus falling to one person

### Progress satisfactorily

Trainee can progress to the next phase of training.

Trainee has completed all phase requirements and has met expected standards in the progression criteria.

### Progress with conditions

Training conditions place on trainee.

This could include additional assessments or an extension of training time to ensure a competency is achieved before a trainee can progress further.

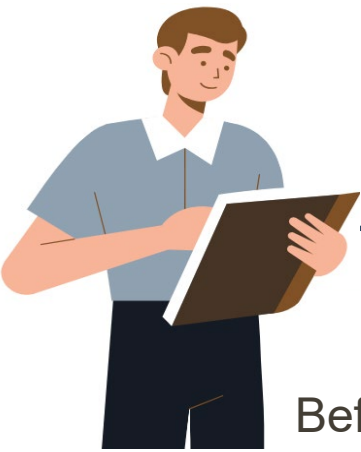
### Unable to progress to next phase

Trainee is unable to progress to next phase, due to:

- Insufficient evidence presented.
- Progression criteria not achieved
- Stage 2 – Training Support Pathway



# Assessing performance using evidence



Before making a progress decision, supervisors will:

1

Competence

Assess if the learning goals have been met based on the progression criteria

2

Compliance

Assess whether the trainee has met their other learning and assessment requirements outlined in the learning, teaching and assessment programs



# Case study: Competence

The rotation supervisor determines whether the trainee is **competent** in all learning goals.

Learning goal	Coverage	LCs	OCs	Complexity	Supervision	Progression criteria
01. Professional behaviours		1				5
02. Clinical assessment		1	4			3
03. Communication with patients		5				3
04. Documentation			3			3
05. Prescribing						3
06. Transfer of care		1				1
07. Investigations			2			3
08. Acutely unwell patients			2			1
09. Procedures		1	1			1
10. Knowledge		3				3

## Rotation supervisor feedback

### What they have done well:

- All learning goals have been covered over the phase
- Most learning goals were assessed using a learning or observation capture
- Adequate supervision ratings were given based on cases ranging in complexity
- Progression in most learning goals was evident and assessor feedback was positive
- Development and application was documented in learning captures

### What improvements need to be made:

- Goal 05. Prescribing has not been assessed

# Case study: Compliance

The rotation supervisor also ensures the trainee is **compliant** with all learning and assessment requirements.

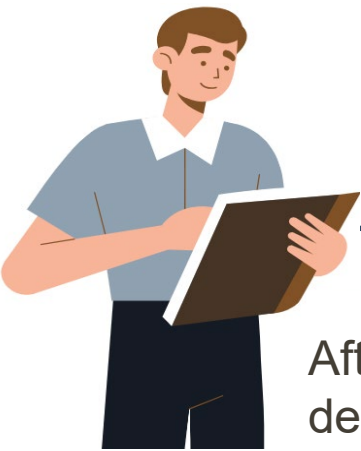
Learning program requirements completed	Assessment requirements
<p><u>Clinical/professional time validation</u></p> <ul style="list-style-type: none"> <li>• 12 months FTE clinical experience (Australia)               <ul style="list-style-type: none"> <li>✓ 4 x 13-week terms</li> <li>✓ 39 weeks core</li> <li>✓ 13 weeks non-core</li> </ul> </li> </ul>	<p><u>Assessments completed</u></p> <ul style="list-style-type: none"> <li>✓ 12 learning captures</li> <li>✓ 12 observation captures</li> <li>✓ 4 rotation progress reports (RS)</li> <li>✓ 1 mid-phase phase progress report (ES)</li> </ul>
<p><u>Learning courses completed</u></p> <ul style="list-style-type: none"> <li>✓ Basic Training Orientation</li> <li>✓ Advanced Life Support Course</li> <li>✓ RACP Communication Skills</li> </ul>	

**Rotation supervisor feedback**

- All clinical and professional time is completed and validated
- All learning courses are completed
- All assessment requirements have been completed

After assessing competence and compliance, the supervisors recommends the trainee to **progress satisfactorily.**

# Assessing performance using evidence



After competence and compliance has been assessed, the Rotation Supervisor makes a progress decision.

3

Determine the overall rating against the learning goals

4

Add in written feedback about how the trainee has performed over the phase of training against the expected standard

5

Add in a progression recommendation

Progress satisfactorily

Progress with conditions

Unable to progress to next phase



# In Summary,

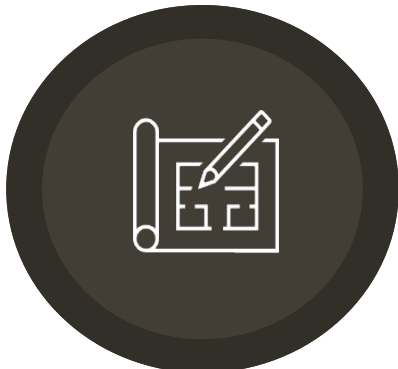
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Progress reports bring together evidence of trainee performance over a period of time



Progression criteria outlines the standard of achievement expected by the of a phase



Supervisors make progression recommendations, progress decisions will be made by Progress Review Panels

RACP Online Learning

More information and  
resources can be found  
<https://elearning.racp.edu.au>



# Practical Activity

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Download the supervisor activity template



Review the scenario



Outline your review comments for the trainee.

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